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ABSTRACT

This report presents a 25-year plan to raise academic achievement levels and to create a seamless system of lifelong learning in postsecondary schools in the state of Washington. A focus is placed on access in terms of learning, individual enrichment and economic advancement for the people of Washington State. Factors such as increased enrollment, technological advancement, and economic limitations are discussed as pre-determinants of the need for change. The report recommends that in order to maintain an effective educational system the following changes be made: a clarification of priorities, the creation of new partnerships, the design of organizational structures that promote innovation, improved efficiency, reduction of costs, and an increased capacity to service traditional and non-traditional students. A 15-point package of recommendations is presented that focus on the broad areas of access and opportunity in enrollment, quality, innovation and productivity, and funding and governance. The report suggests that in order for the changes to be effective, the package must be implemented as whole. Support for the recommendations is provided in the appendices in the form of research findings, and graphical representation of financial and population, and enrollment projections for the state of Washington into the year 2020. The Social and Economic Sciences Research Center of Washington State University 2020 Commission Citizen Survey prepared for the Year 2020 Commission of the Office of Financial Management in Olympia, Washington by Marion Lundry (SESRC Data Report #98-20, July 1998) and Questionnaire are also appended. (SKF)

Learning for Life: Report of the 2020 Commission on the Future of Post- Secondary Education

Washington State Board for Community and Technical Colleges

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Learning For Life: Report of the 2020 Commission on the Future of Post-Secondary Education

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Our 2020 Vision

In the year 2020, Washington residents use and benefit from a broad array of world-class technical training and education opportunities. In Washington, anyone who seeks to learn, can - and the result is a culture that honors learning, teaching and research more highly than ever before.

This distinction was achieved following a focused, 25-year effort to raise academic achievement levels in public schools, and to create a seamless system of lifelong learning. It was achieved because the people of Washington and their business and political leaders understood that in an uncertain and fast-changing world, investing in education is an essential prerequisite to a healthy democracy, to the vitality of their economy, and to sustaining the quality of life of their communities and the vibrancy of their cultural life. This understanding has resulted in broadly shared responsibility for supporting and maintaining Washington's community and technical colleges and its public and private colleges, universities, and vocational training programs.

Washington's post-secondary education system was shaped by innovative and courageous educators who found ways to make it more responsive to students' needs, more efficient, and more respected by citizens from every community and every walk of life.

An Urgent Imperative

By the year 2020, our post-secondary education system will need to serve over 100,000 more learners than it served in 1998. This 50% growth will be driven not just by demographics, but also by the advent of a knowledge-based economy in which good jobs require higher levels of skill and knowledge than ever before. And it will be driven by the higher hopes and the academic expectations and abilities of young people who have benefited from this state's relentless focus on high standards in public schools.

We must begin preparing for this explosion in demand for post-secondary education now. In the next ten years, the number of high school graduates knocking on the doors of our post-secondary institutions will increase as the "baby boom echo" grows up. Urgent new demands will swell our post-secondary education system as growing numbers of adults return to the classroom to adapt their skills to a changing economy, to change careers, or to fulfill dreams deferred when they were younger.

Our state simply cannot afford to build new campuses fast enough to serve the growing number of people who need and deserve educational opportunity. But we must find solutions - solutions that preserve the quality of our post-secondary education system, honor and reward the people who teach in

it, and open the doors of educational opportunity to a diverse and growing student population.

This will not be easy. We will have to act quickly and decisively, and we will have to support rapid and sustained growth in our post-secondary education system over two decades or more.

This is a duty we dare not shirk. If we fail to provide educational opportunity, we will consign our state to economic decline, and to a growing division between an affluent, educated elite and an uneducated and disaffected underclass. Nothing could be more dangerous to the long-term prospects of our democracy.

The Starting Point

We are proud of Washington's publicly supported post-secondary education system. Our 33 community and technical colleges, our four comprehensive universities, and our two research universities have opened doors of opportunity to generations of Washington residents. Together with Washington's independent universities and colleges and its vocational training providers, our public post-secondary education system has created the educational foundation on which our economy, our civic life and our culture are built.

We have invested billions of dollars over many years in this system because we believe that education is the great equalizer. Our investment in this high-quality post-secondary education system has paid many dividends, but the most important has been access - access to learning, to individual enrichment, and to economic advancement for the people of Washington.

The Challenge of Change

We cannot meet the growing demand for post-secondary education by just doing what we have done in the past. That is why it is critical that we recognize - openly and explicitly - that the challenge of creating a system of lifelong learning for the 21st century will require all of us to change.

To achieve a higher level of learning for a growing population without crippling other vital programs, we need to clarify our priorities, create new partnerships, and design organizational structures that promote innovation. We need to give our post-secondary institutions the tools and incentives they need to improve efficiency and to reduce costs. And we need to increase new capacity to serve both recent high school graduates and older adults.

Our public post-secondary institutions fear that growing enrollment demands will force them to cut costs in ways that compromise the quality of both learning and research. Many feel that this is already happening. At the same time, elected officials seek greater accountability and efficiency in exchange for the state's one billion annual expenditure of taxpayers' dollars. The result is a collision of institutions and regulators - and a growing danger of political gridlock on this issue.

We must find ways to prevent gridlock and promote lasting solutions. State government must make a clear commitment to dependable and sufficient public financing of post-secondary education - and that will inevitably mean increases in funding as enrollments surge.

We must respect and retain the best of the current system, so that it can confront new challenges from a position of strength and confidence. Post-secondary education leaders must become champions of innovation and change, and everyone on the campus must be prepared to participate in change. This will be essential to earning the public's continuing trust and support.

It will not be easy to find and maintain the right balance of performance, innovation, accountability, efficiency, and new investment. To do so, we will need a high level of mutual trust and respect, an open, inclusive public dialogue, and forthright, visionary and bipartisan political and educational leadership.

For all these reasons, we must build on the strengths of today's post-secondary education system,

maintain our public commitment to educational opportunity for all, and prepare for a century in which higher levels of learning will be required of all of us.

Sharing the Rewards, Sharing the Responsibility

The post-secondary education system benefits the public as a whole by stimulating economic growth and innovation, by nurturing our artistic and cultural life, and by preparing successive generations of our leaders. Even those who never attend a class benefit from a strong post-secondary education system. These public benefits clearly justify strong public support and investment. At the same time, however, individual learners also benefit from participating in post-secondary education, and this personal benefit justifies the expectation that students will share in the cost of their own education.

These shared benefits require shared responsibility for shaping the post-secondary education system of the next century.

Students and families must understand that in the 21st century, higher levels of skill and knowledge will be required to win and keep good jobs, and that saving for post-secondary training and education is an essential part of every family budget.

Business leaders will have to increase their contribution to upgrading the skills of their own workers, promote an environment of continuous learning, and increase their support and participation in the research that feeds innovation.

Political leaders will need to help the public understand why investing more in our post-secondary education system serves the common good.

And our post-secondary education institutions will need to innovate, to respond to the needs of learners, and to find ways to reduce the costs of education without compromising quality.

Keeping the Promise of Hope and Opportunity

After nine months of research, reflection, and lively discussion, the 2020 Commission has come to consensus on the following package of recommendations to bring our vision to life. We believe that the implementation of these recommendations will build a world-class post-secondary education system that will sustain this state's economic, civic, and cultural vitality, and extend the promise of hope and opportunity to every Washington citizen in the coming century.

Expand Opportunity

- 1. Increase the capacity of the post-secondary education system so that by the year 2020, all Washington residents who want to learn will have access to the education or training appropriate to their aspirations and their level of knowledge.**

In the knowledge-driven economy of the 21st century, post-secondary education will be a prerequisite to entering the economic mainstream. That is why our goal goes beyond historic rates of post-secondary participation.

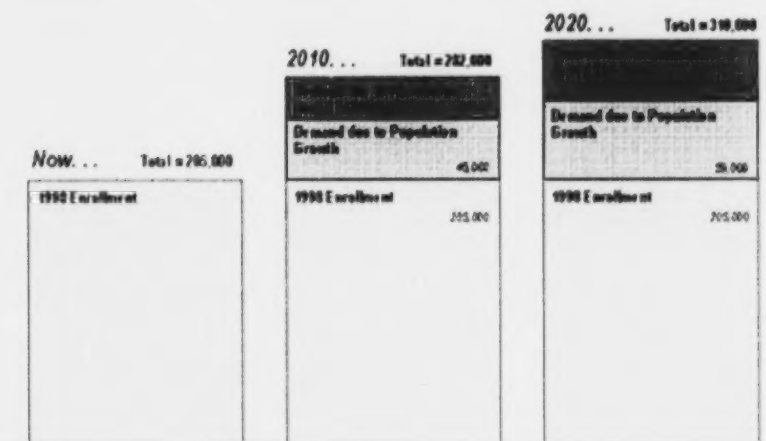
Even if we were to maintain current state policy, which is to estimate demand simply by recognizing demographic change, we would need a significant system expansion. But that approach will not achieve our 2020 vision. The Commission believes that capacity must be added to respond to three additional factors:

- a. The system must accommodate a higher percentage of better prepared high school students who will want to pursue post-secondary education;
- b. Additional technical training capacity will be needed to prevent shortages of skilled workers; and
- c. More upper division education will be needed by adults who want to remain current in their fields,

change careers, or upgrade their skills.

Simply to continue today's level of educational attainment would require serving 60,000 additional learners a year by 2020. But to raise the level of our educational attainment enough to assure our state's success in the 21st century will require making room for approximately 100,000 additional learners each year.

2020 Commission's Vision for Post-Secondary Education in 2010 and 2020



2020 COMMISSION ON THE FUTURE OF HIGHER
EDUCATION

OCTOBER 1998

To fully serve the educational needs of Washington's people and its employers, we must do more than simply respond to those seeking entry to our post-secondary institutions. We must reach out to those who traditionally have been under-represented and under-served by post-secondary education: people from low-income families, people of color, families with no prior experience with post-secondary education and people who live far from traditional campuses. This will require not just system expansion, but also active recruitment of students from these families and communities, and a commitment to adapt service delivery to meet their needs.

We will need to expand every part of our post-secondary education system, and to bring educational opportunity to the residents of every Washington community. We will need to build-out the planned branch campuses of our four-year institutions, and develop the consortia that combine two-and four-year institutions.

We will need an expanded community and technical college system to provide technical training, skill upgrades, retraining of displaced workers, adult basic education, and classes for new immigrants. This system must be nimble enough to respond quickly when new industries and new opportunities emerge. The community and technical colleges' role as the gateway to advanced education will continue to be a vital asset to every community.

We will also need an expanded array of opportunities for advanced learning in our baccalaureate and graduate programs. And we will need to continue to invest in the leading-edge research universities that fuel economic development and technological advancement. To maintain our competitive edge in high-tech, bio-tech and other 21st century industries, Washington must have a comprehensive system of life-long learning that continues to deepen and expand its knowledge base. Although the majority of jobs

- even in our most science-driven industries - do not require an advanced degree, we must not underestimate the critical importance of highly-educated specialists, educators, managers, and leaders.

2. Use all accredited post-secondary education providers to meet the expected surge in demand for post-secondary education.

The state must manage its resources carefully in order to accommodate the explosion of new learners within the next ten years, when the rate of growth in demand will be greatest. This will require finding new ways to stretch the capacity of existing public institutions, and the utilization of independent and for-profit service providers.

The Governor should ask the Higher Education Coordinating Board, the Workforce Training and Education Coordinating Board and the Office of Financial Management to prepare a ten year Enrollment Plan that maps out how we will serve this explosion in demand. In preparing the enrollment plan, proposals should be solicited from administrators of public institutions to stretch capacity by providing evening, weekend, year-round and distance learning opportunities.

Given the immediacy of the increase in demand, the enrollment plan should give priority to strategies that expand capacity without requiring new construction. Priority should also be given to proposals that: a) reduce the cost of delivery by adding capacity at marginal cost, or b) expand programs in high demand/high cost subject areas, subject to the provision of start-up funds. Simultaneously, the state should expedite the build-out of branch campuses that have already been authorized. These campuses are needed now to serve urban communities that lack access to education beyond the community college level.

In addition, this Enrollment Plan should provide for contracting with independent and for-profit providers when public institutions are full. If the state can make agreements with independent providers that expand capacity less expensively than expanding the capacity of full public institutions, then this option should be used.

This Enrollment Plan should be submitted to the Governor and the Legislature for their consideration in the state budget process.

3. Create a scholarship for all students who earn a Certificate of Mastery and graduate from high school. This scholarship should be sufficient to pay tuition for a minimum of two years of post-secondary education.

This recommendation serves four important public goals:

- a. It strengthens our state's K-12 reform efforts by creating a powerful new incentive for students to master the rigorous academic standards that the state has adopted.
- b. It makes clear that the minimum level of educational attainment necessary to be part of the economic mainstream has risen, and that the "new minimum" requires post-secondary education and periodic skill upgrades.
- c. It puts more power in the hands of education consumers by giving prospective students a wider field of educational choice.
- d. It makes parents and the state partners in saving for the education of the next generation. The mechanics of this scholarship should encourage and supplement family savings to pay for post-secondary education.

All students should know that if they work hard and do well in school, in-state post-secondary education will be available to them. Students may use this scholarship throughout the post-secondary education system, public or private, for technical training leading to a skill certificate, or to an academic credential or degree.

All young people will need the opportunity to achieve the new minimum level of education and training they will need to win a job that pays living wages.

To do this, the state should offer a scholarship, equal to two years tuition at a community or technical college, to all students who attain their Certificate of Mastery and graduate from high school. The scholarship should be applicable to tuition costs at any accredited post-secondary education provider in the state, as long as the student maintains successful progress toward completion of a program.

However, this scholarship will not eliminate the need for families to save for post-secondary education. On the contrary, family savings must be encouraged, and students and their families should understand that over the course of their lives, they will need to build on the educational foundation that this scholarship provides. This scholarship will complement Washington's recently-created pre-paid tuition program as one avenue for stimulating growing awareness of personal and family responsibility for meeting the cost of post-secondary education throughout one's life.

Similarly, the creation of this scholarship does not reduce the state's obligation to maintain its strong financial aid commitment for those least able to afford post-secondary education. In developing the scholarship, the state will need to integrate state and federal financial aid programs and federal tax credits to create a simplified program that is easy for students and their families to understand and use.

4. Expand and improve the information and counseling available to students and their families, so that they can make better choices about the post-secondary education options available to them.

Students' and families' expectations about post-secondary education are often formed by the time students are in eighth grade. These expectations are frequently shaped by myth and misunderstanding. Many students do not prepare themselves for post-secondary education because they do not believe their families can afford it, or because there is no campus in their community. Others simply never get the information they need about post-secondary admission requirements, and so fail to take the high school classes that would qualify them for admission. Still other students aim for baccalaureate degrees when what they really want and need is post-secondary technical training. And now, the proliferation of distance learning options adds a new source of confusion for potential students.

Greater focus on giving parents and students early and accurate information about the full range of post-secondary education options and labor market trends could positively affect these students' futures. In middle schools as well as high schools, students need more focused and customized information about financial aid, career pathways, labor market trends and post-secondary education planning. Strong counseling resources will result in program savings as the number of false starts and wasted efforts are reduced.

Adult learners - and adults who would benefit from learning opportunities if only they knew about them - also need more and better information about post-secondary education, about labor market trends, and new educational and occupational opportunities.

The availability of better information for students, families, and adult learners will foster better individual decisions about post-secondary education, stimulate demand, and reduce state cost.

Enhance Quality

5. Maintain the base funding of public institutions at or above the average of public per-student funding of peer institutions in other states.

The state must provide a reliable measure for the public to judge whether their post-secondary institutions are receiving adequate support from the state. One such measure is public funding on a per-student basis. It is possible to compare this benchmark to the state support provided to similar institutions across the country. Using this approach, the public can gauge whether we are making a reasonable commitment to public funding of our institutions.

Current state policy establishes a goal to fund institutions at the 75th percentile ranking of similar

institutions throughout the country. This goal has not been achieved, nor is it widely accepted by state policy-makers as a practical guide for state budgeting decisions. Little enthusiasm exists for providing funding support strictly to meet an arbitrary goal. This approach does not promote cost effective service delivery, but rather justifies high-cost operations to match the most costly peer institutions.

The Commission believes that state policy ought to protect and promote the highest possible quality of post-secondary education. We believe that those who teach in our post-secondary education system should be well paid. But we do not believe that the way to achieve these goals is to adopt a policy that our institutions' cost must equal the 75th percentile of peers costs.

Instead, the Commission recommends the establishment of a firm floor of base funding, greater institutional control of both revenues and expenditures, and a system of incentives, above base funding, that offer financial rewards to those institutions that meet specific state policy objectives. The Commission recommends this funding floor be set at the average per-student funding of peer institutions.

The community and technical college system is furthest from the average peer funding floor. This below-par level of public support contributes to heavy reliance on part-time faculty, the absence of up-to-date equipment, and a shortage of technical degree programs that cost more to deliver than academic transfer programs.

Research universities are also currently below the average of their peers. This is a dangerous condition for institutions that must compete globally to attract the faculty and researchers needed to maintain the level of learning and discovery necessary for economic growth and civic and cultural excellence.

6. Provide incentive funding above the base to public institutions that propose and achieve improvements in educational quality and/or reduce costs. This funding should be offered in the form of venture capital for institutional initiatives that accomplish specific state policy objectives.

Incentives offer the highest probability for successful organizational change and improvement. Wherever possible, incentives should be provided to stimulate improved performance.

In 1991, the Legislature created the "Washington Fund for Innovation and Quality in Higher Education Program" (RCW 28B.120). This law set up a useful mechanism to provide venture capital to educators within our system to experiment with strategies to improve the quality and reduce the cost of post-secondary education. This program has never been funded. The Commission believes that funding for this program would pay significant dividends in coming decades.

Many faculty members are full of ideas about how to improve the curriculum and the learning environment. The availability of a competitive grant process offering financial support for implementing those ideas would stimulate innovation and experimentation on the campuses.

Additional funding should also be provided to reward institutions that achieve specific policy goals identified by the Governor and the Legislature, such as formulation and dissemination of learning outcomes described in Recommendation 7. Savings achieved from implementing Recommendation 8 should be used as a source of funds for these incentives.

To identify top-priority goals for post-secondary education in the state, the Higher Education Coordinating Board should take responsibility for consulting widely with local and national experts in post-secondary education, state business and labor leaders, the Governor, and legislators. Institutions' proposals for funding will be subjected to a review process coordinated by the Higher Education Coordinating Board, drawing on experts in post-secondary education from around the country. Recommendations for funding will be forwarded to the Governor for review and approval. In response to changing economic, social and political needs, goals will be reviewed and adjusted periodically.

Incentive funding should also be used to help institutions adjust course offerings to respond to

high-demand fields that require a richer level of support to deliver. These funds should augment institutional base resources to purchase equipment and enrich base salaries to hire faculty in high competitive fields.

7. Move toward assessing education in terms of what students learn rather than how many hours they spend in class.

The main virtue of assessing education in terms of credits and class hours is that it is familiar and traditional. But as the world of education is changed - by the advent of a competency-based K-12 system, by on-line learning, by experiential education, and by the development of industry-based skill standards - measuring seat time is becoming an anachronism.

In a more diverse post-secondary education system, there will be a growing need for clearly stated learning outcomes and independent certification of student learning for several reasons:

- The growth in on-line and distance learning will require a reliable system of verification of the skills and knowledge students have acquired in order to make on-line credits transferable.
- To reduce costly and time-consuming duplication, a system at each institution for measuring and recognizing the skills and knowledge people acquire through independent study or job experience appropriate to their educational mission is needed.
- Prospective students need to be able to compare costs and expected learning outcomes from different course providers.
- Prospective employers need to know what job applicants actually know and can do, in addition to what courses they have completed and what grades they received.

Educators themselves should take charge of developing and promoting clear learning outcomes. Institutions should employ peer review to provide independent validation of these efforts. The Commission believes that to be authentic and useful, learning outcomes must be developed by faculty who see their value in generating student and public support for post-secondary education, and their usefulness as a genuine measure of faculty and student success.

The community and technical college system has led the way in the application of skill standards to develop learning outcomes. This initiative, a partnership between employers and educators, has begun to pay dividends for students who choose educational programs with the help of skill standards in the industry of their choice. Likewise, faculty benefit from being able to customize their curriculum to more effectively meet the needs of their students. Their efforts should be encouraged and expanded.

This emphasis on learning outcomes should replace existing regulatory requirements, input measures, and accountability systems, and free educators to focus on their primary mission.

Increase Innovation and Productivity

8. Create incentives for educators to accelerate student progression through high school and post-secondary education when appropriate.

The Commission believes that significant savings could be achieved by eliminating duplication of effort and accelerating learning throughout our education system. Students who learn faster should be able to move through the system faster. And students who can demonstrate mastery of specific skills and knowledge should not have to take classes that repeat what they already know. Millions of dollars could be saved simply by recognizing these realities.

As higher academic standards take hold in our public schools, even more students will be able to benefit from accelerated learning programs such as Running Start, College in High School, Tech-Prep, and Advanced Placement. These programs save both time and money for students and their families, and provide potential for significant cost savings to the state.

Similarly, within the post-secondary education system, reducing duplication and improving the articulation between colleges, degree programs, and majors saves resources for students and the public. These savings can be significantly expanded when clear learning outcomes are established. Incentives should exist to capture these potential savings as well.

Therefore, the state should provide an incentive for the growth of such programs throughout the state by dividing the savings achieved through these programs between the high schools and the post-secondary education institutions that produce the savings. A portion of the savings achieved by post-secondary education institutions should be captured at the institutional level rather than reverting to the general fund, and used as a supplemental source of funds for achieving Recommendation 6.

Savings can also be achieved by not providing remedial education at regional or research universities. And when the Certificate of Mastery is fully established in 2006, remedial education for this state's recent high school graduates no longer should be necessary. However, community and technical colleges must continue to provide education in adult basic skills, literacy, and English as a second language for older students and immigrants.

9. Designate a statewide coordinator who will make distance education easy to use.

A significant part of Washington's growing enrollment demand will come from people who need to take classes while balancing family, work, and community obligations, and from people who live far from college campuses. These potential students - and others who simply prefer on-line learning - would benefit from a single, user-friendly access point for the growing list of distance education options.

Distance learning lowers the cost of education for students by eliminating the expenses of relocation and/or transportation. Asynchronous learning - learning that is independent of the time and place of teaching - also has the potential to reduce the need for new buildings, and, over time, to lower the unit costs of education. Because new, distance courses are proliferating rapidly, their full potential for cost savings cannot be calculated. As new methods of distance learning emerge, the state should carefully monitor their cost and effectiveness.

To expedite the development of a comprehensive array of distance learning options, a coordinator of state distance learning programs should be designated. Coordination of distance education is needed to help Washington residents take advantage of courses developed by Washington's post-secondary institutions, and by high-quality providers in other states and countries. If gaps exist in the array of distance learning courses, the coordinator should stimulate the development or acquisition of courseware that fills those gaps.

The purpose of the coordinator is to achieve maximum cost efficiency for the student and the state by making it easier for Washington students to find and enroll in the courses that best meet their needs. The designation of a coordinator does not confer monopoly status; on the contrary, the best interests of Washington students are served by helping them gain access to the widest possible diversity of high-quality course providers. The state coordinator should pursue partnerships with Washington's high-tech industries to accelerate the development of these opportunities.

10. Eliminate or amend laws, regulations, and practices that unreasonably restrict institutions' ability to operate efficiently.

Establishing base funding at the national average as a state goal (Recommendation 8) - while expecting performance that is excellent - requires an environment in which institutions are rewarded when they pursue innovation and efficiency. Recent legislatures have relaxed statutory controls on institutional management practices. More must be done.

Institutional managers must fully utilize the freedom recently granted to them, and government regulators and legislators must continue to repeal and amend laws and regulations that impede efforts to find the best alternatives for activities such as procurement, facilities and property management, money

management and reporting requirements.

Savings achieved through aggressive management of service delivery should be retained at the institution. The ability to carry savings forward, and to use these savings to enhance educational quality, will act as an incentive for all members of the campus community to identify and develop cost savings strategies.

11. Grant tuition-setting authority to the State Board for Community and Technical Colleges, and to the governing boards of all four-year public post-secondary institutions.

Central tuition setting by the state Legislature has served to protect the public from unreasonable price increases. But legislatively established tuition levels conceal the real costs and the market value of various courses of study. As institutions enter an era of competition with for-profit providers, niche or specialty market providers, and distance education providers, they will need to be able to adjust the prices they charge so as not to be disadvantaged in the market.

The ability of publicly funded institutions to be entrepreneurial and to deliver education efficiently should not be inhibited by their inability to set prices. Institutions should be able to adjust prices for services delivered in non-traditional ways (e.g. off-hours classes, classes delivered in remote locations, short courses, distance or technologically delivered education). The ability to set prices locally can, in many instances, work to reduce cost to students. Institutions should be free to generate revenue from programs with high market value without raising costs for students in less lucrative fields.

When considering tuition increase proposals, governing boards should weigh the following factors:

- Inflation;
- The cost of delivering services
- Tuition cost at peer public institutions; and
- Their obligation, as stewards of a publicly funded institution, to protect affordability as well as institutional quality.

Institutional tuition-setting authority is not intended to diminish the overall level of state subsidy of post-secondary education. This recommendation should not be interpreted as endorsement of a high-tuition, high-aid policy. Bench-marking the state subsidy to peer institution funding (see Recommendation 5) will provide a way for the public to hold political leaders accountable for maintaining state support.

Funding and Governance

12. Continue innovation and efficiency measures to mitigate the cost of increasing capacity and improving quality.

The recommendations of the Commission require increasing expenditures of public funds to expand capacity, and to increase funding in areas that have fallen below benchmark minimums. When taxpayers are asked to increase their commitment to support this important enterprise, the institutions must continue their efforts to deliver education efficiently.

In a system that includes distance education and a wide range of education and training programs, per-student costs vary widely. Thus, cost savings by institutions will not be uniform. All aspects of the enterprise must continuously seek out efficiencies.

Recommendations 8-11, the innovation and productivity section, comprise a series of strategies that, taken together, create a framework for enhanced productivity that can reduce the cost of achieving the Commission's vision over the next two decades. Institutions funded at or above the base funding described in Recommendation 5 should, through these recommendations, be able to re-allocate funds to achieve their mission more effectively.

- 13. Make post-secondary education a higher priority in the state budget in order to create a system of sufficient size and quality to meet the needs of Washington residents. Provide the resources needed by considering all viable options, including a public referendum adjusting the state spending limit as that becomes necessary.**

This recommendation requires that our post-secondary institutions be efficient stewards of public resources, and that they do all they can to stretch the capacity and the efficiency of existing educational resources. The innovation and productivity recommendations provide a framework for achieving those goals. However, we must recognize that the scale of growth that will be required in our post-secondary education system cannot be accomplished without a significant commitment of additional funding.

The need to expand capacity is immediate. The demographic bulge is beginning to graduate from high school **now**. The economy is demanding more highly skilled workers **now**. Employers have jobs unfilled **now**. Adults are interested in expanding their career choices by upgrading their skills and abilities **now**.

Failing to address this shortfall would deny opportunity to Washington residents, starve our industries of qualified employees, and lead to the deterioration of public institutions in which we have made substantial investments. The stakes are enormous. If we try to "just get by" we will consign our state and its people to economic decline and social division.

If raising the priority of post-secondary education within the state budget, implementing the Commission's recommendations for cost savings, and an exploration of alternative financing strategies are not enough to meet the educational needs of Washington's people, political leaders should take the issue to the people as a referendum to adjust the state spending limit, at least temporarily. This adjustment may be necessary only during the period of rapid enrollment growth.

In recognition of the need to view all of publicly funded education as a single seamless system, consideration should be given to joining with the K-12 system in this effort. Current divisions between secondary and post-secondary education are increasingly arbitrary and counter-productive. Future funding proposals should recognize the need to address all education funding needs in a unified fashion.

- 14. Clarify the division of labor for governing post-secondary education. Review the statutory responsibilities of the Higher Education Coordinating Board and eliminate non-essential functions so that it can focus on its central mission as the statewide planning agency. Strengthen the autonomy and responsibility of Boards of Regents and Trustees.**

The 2020 vision can only be achieved if an effective management system for post-secondary education is maintained. The state governing structure for post-secondary education is conceptually sound.

State law specifies that the role of the Higher Education Coordinating Board is to plan statewide system development and to recommend policy priorities to the Governor and the Legislature. A strong statewide planning agency is vital to the coherence of the system, and to the interests of learners in every corner of Washington. The Governor and the Legislature should review the statutory responsibilities of the HECB, and eliminate non-essential functions so that the Board can focus on the central responsibility of statewide system planning as defined in RCW. 28B. 80.320, 330, and 610.

Existing state law also clearly states that the management of the public institutions rests with their governing boards. By implementing Recommendations 10 and 11, the authority of governing boards will be strengthened. The Governor should keep the governing boards informed of statewide policies and priorities, so that regents and trustees can incorporate a statewide perspective in their oversight of their institution.

- 15. Establish an independent, non-profit organization to build and sustain public understanding of the need for higher levels of educational attainment and lifelong learning. This group should be both an independent advocate for post-secondary education, and an organization that urges the system to high standards of accessibility, quality, innovation, efficiency, and responsiveness to the needs of learners.**

An independent, non-profit organization is needed to educate community and business leaders and the public about the importance of post-secondary education; to advocate for expansion and improvement of the system; and to facilitate state government and the post-secondary education system accountability for meeting the needs of Washington learners.

The Partnership for Learning, an independent, non-profit organization founded to promote implementation of this state's 1993 school reform legislation, has played this role for public schools. It has provided an independent forum to bring stakeholders together, to educate the business and community leaders and the public about education reform, and to help local communities hold their schools accountable for raising academic achievement levels.

A similar organization, composed of business, labor, education, and community leaders, should be created to promote continuous improvement of this state's post-secondary education system, and to build public support for it.

The Importance of a Coherent Strategy

Many contracts include a non-severability clause - a statement that all its provisions must be taken as a whole. Regarding this set of recommendations, the Commission would like to recommend something similar: we believe that to achieve our 2020 vision, these recommendations need to be implemented together. We recognize that they will need to be phased in, and that they cannot all be accomplished at once. Policy makers are encouraged to maintain the integrity of the combined recommendations while implementing the various components.

Our recommendations comprise a coherent strategy for achieving our vision of the post-secondary education system we will need in the year 2020. We balance the need for more resources with incentives for greater efficiency and accountability. We balance institutional autonomy and management flexibility with achieving statewide goals. We balance pressure for greater access with support for high quality. We balance students' need for greater choice, better information, and more power in the educational marketplace with respect for the distinctive role and mission of each of our post-secondary institutions and protection of our investments in them.

As we look to the year 2020, we know that to achieve the future of our choosing we must act with courage and determination. We are committed to providing a life of learning to our families, our neighbors and all fellow Washingtonians, in the belief that it will become the foundation for a prosperous future. We urge our fellow citizens to join with us in doing all that is necessary to make this vision a reality.

Appendix

1. Cost Estimates—Summary
2. Chart, "Funding of Post-Secondary Education (PSE): 2010 and 2020"
3. Chart, "Recent Trends in Primary PSE Age Cohorts: Ages 17-22 and 23-29"
4. Chart, "State General Fund and Tuition Expenditures Per FTE Student: 1986-1997: By Public PSE Sector: Nominal Dollars"
5. Chart, "State General Fund and Tuition Expenditures Per FTE Student: 1986-1997: By Public PSE Sector: Inflated-Adjusted 1997 Dollars"
6. Chart, "Public PSE Percent of State Spending in Nominal Dollars: 1986-1997: Public PSE Percent of State General Fund Total (GF-S): Public PSE Percent of GF-S and Tuition State Total"
7. Chart, "Demographics of Primary PSE Age Cohorts: 1970-2020: Actuals Through 1999; Forecasts to 2020"
8. Chart, "Public PSE Student FTEs: 1999-2020"
9. Survey, "2020 Commission Citizen Survey,"
 - A. SESRC Data Report #98-20, July 1998
 - B. Questionnaire

Cost Estimates

The Commission's recommendations contained four recommendations with big cost implications. These recommendations and their costs are displayed in the following table. The table identifies the cost of the recommendation in the year 2020 in both nominal and inflated dollars. The three-percent inflation applied is the rate assumed in the current 601 forecast methodology.

Big Ticket Recommendations	Nominal Cost in 2020	Inflated Cost in 2020
Expand capacity to meet projected enrollment demand	\$ 560 M	\$ 1,043 M
Create a scholarship for Certificate of Mastery recipients	\$ 151 M	\$ 246 M
Raise per-student funding to the wt. Average of peer institutions	\$ 114 M	\$ 114 M
Create a pool of funds for incentive funding	\$ 75 M	\$ 75 M
Total	\$ 900 M	\$ 1,478M

In addition to these recommendations there were several that would reduce costs over time. To show the potential savings to the system the following assumptions were applied.

- Productivity Savings: beginning in the year 2003 this estimate assumes the system could save 1% of the total cost. Each year thereafter the system would save an additional 1%. (This 1% compounding occurs at the same time the system is receiving a 3 % inflation adjustment each year.) By the year **2020** the system has reduced costs by **\$ 553 million dollars per year**.
- Acceleration Savings: assume that in the year 2005 **\$200 million** a year can be saved through a combination of expanding the Running Start Program, expand College in the High School programs expand offering support for Advanced Placement preparation, and better articulation within post-secondary education. If the savings for this program remain constant at the level but the amount is adjusted for inflation by the year **2020** this set of initiatives would reduce costs by **\$311 million a year**.

Several recommendations of the commission have a fiscal impact but have not been calculated, because they are not of the same scale. These include enhance counseling and designate a statewide coordinator for distance learning.

Capital budget implications are not included in the commission's recommendations.

Funding of Post-Secondary Education

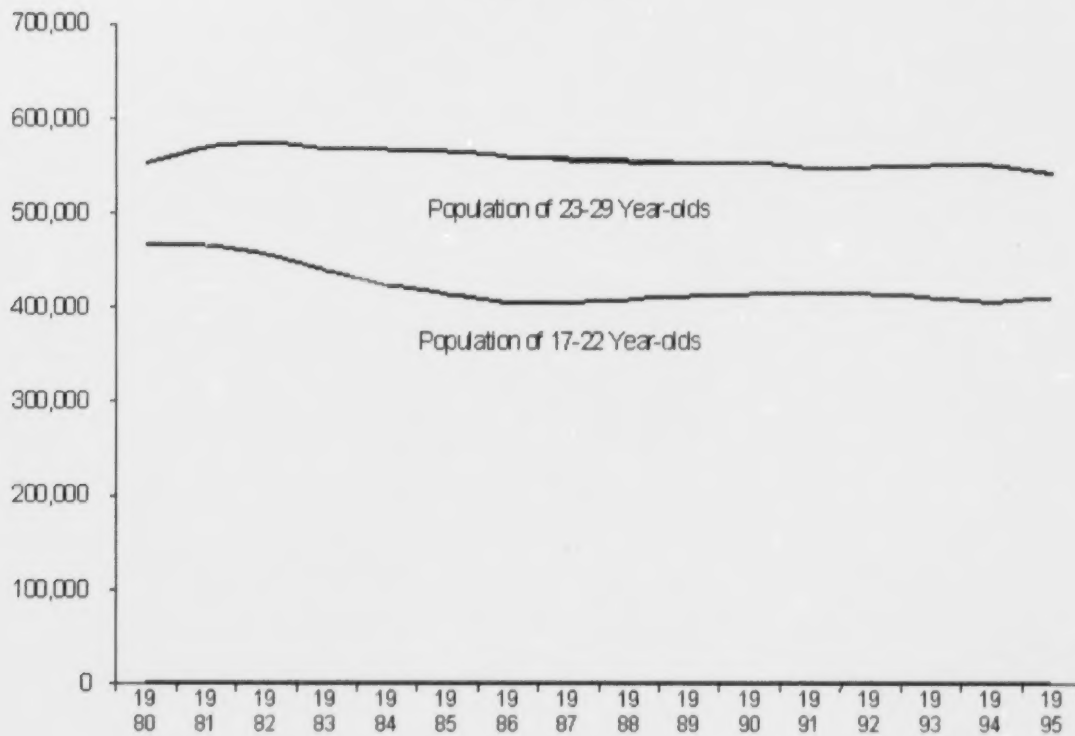
In 2010...

Total \$2.5 B		Incentive & Venture Funding \$0.1 B	Net Total \$2.1 B
		Peer Funding \$0.1 B	
Scholarship	\$0.2 B		
Enrollment	\$0.6 B		
Base	\$1.5 B		
		Acceleration Savings \$0.2 B	
		Productivity Savings \$0.2 B	
		Estimated Savings - \$0.4 B	

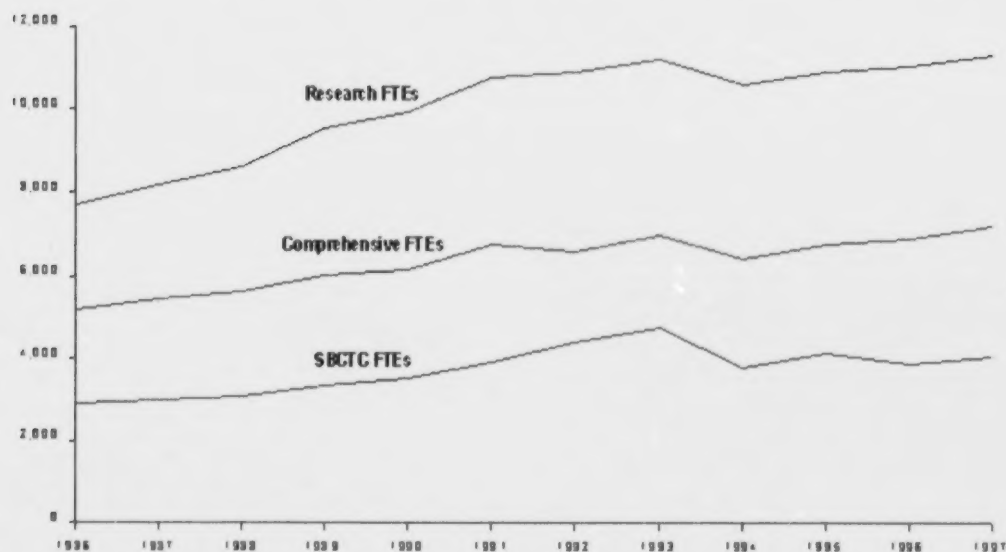
In 2020...

Total \$3.5 B		Incentive & Venture Funding \$0.1 B	Net Total \$2.6 B
		Peer Funding \$0.1 B	
Scholarship	\$0.2 B		
Enrollment	\$1.0 B		
Base	\$2.1 B		
		Acceleration Savings \$0.3 B	
		Productivity Savings \$0.5 B	
		Estimated Savings - \$0.8 B	

Recent Trends in Primary Post-Secondary Age Cohorts 1980-1995
Ages 17-22 and 23-29

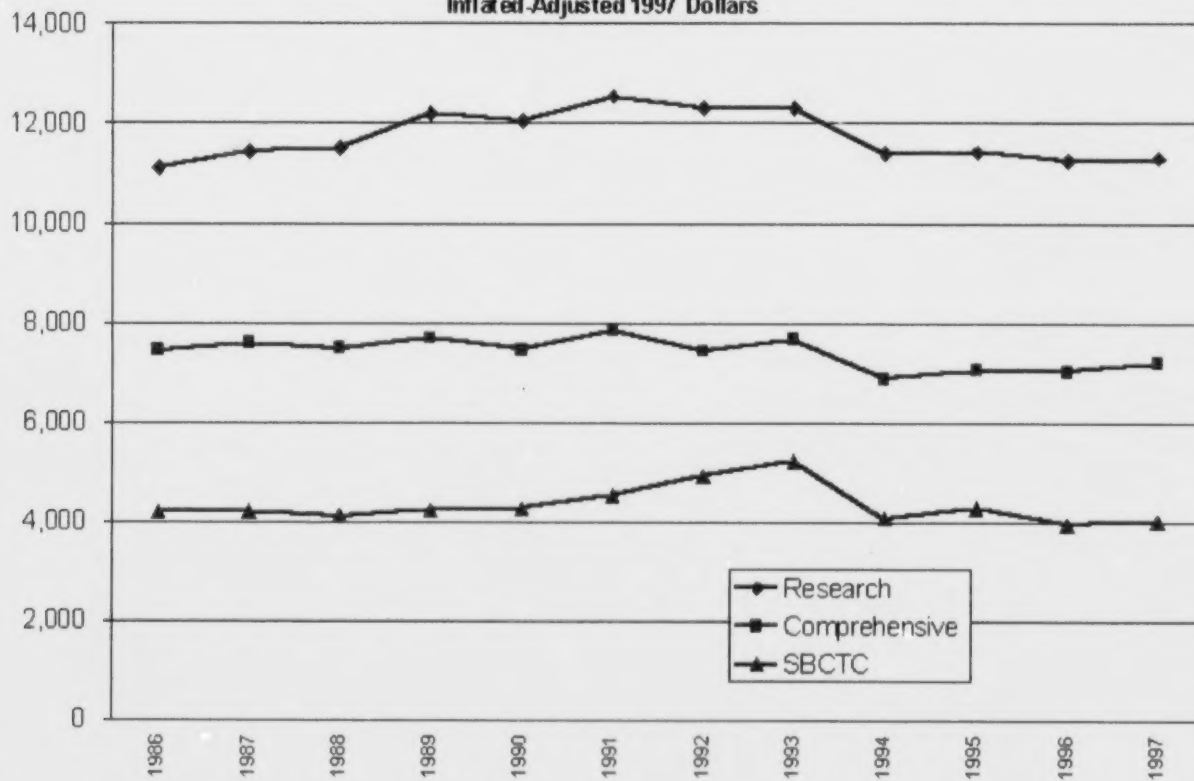


State General Fund and Tuition Expenditures per FTE Student: 1986 to 1997
by Public Post-Secondary Sector
Nominal Dollars

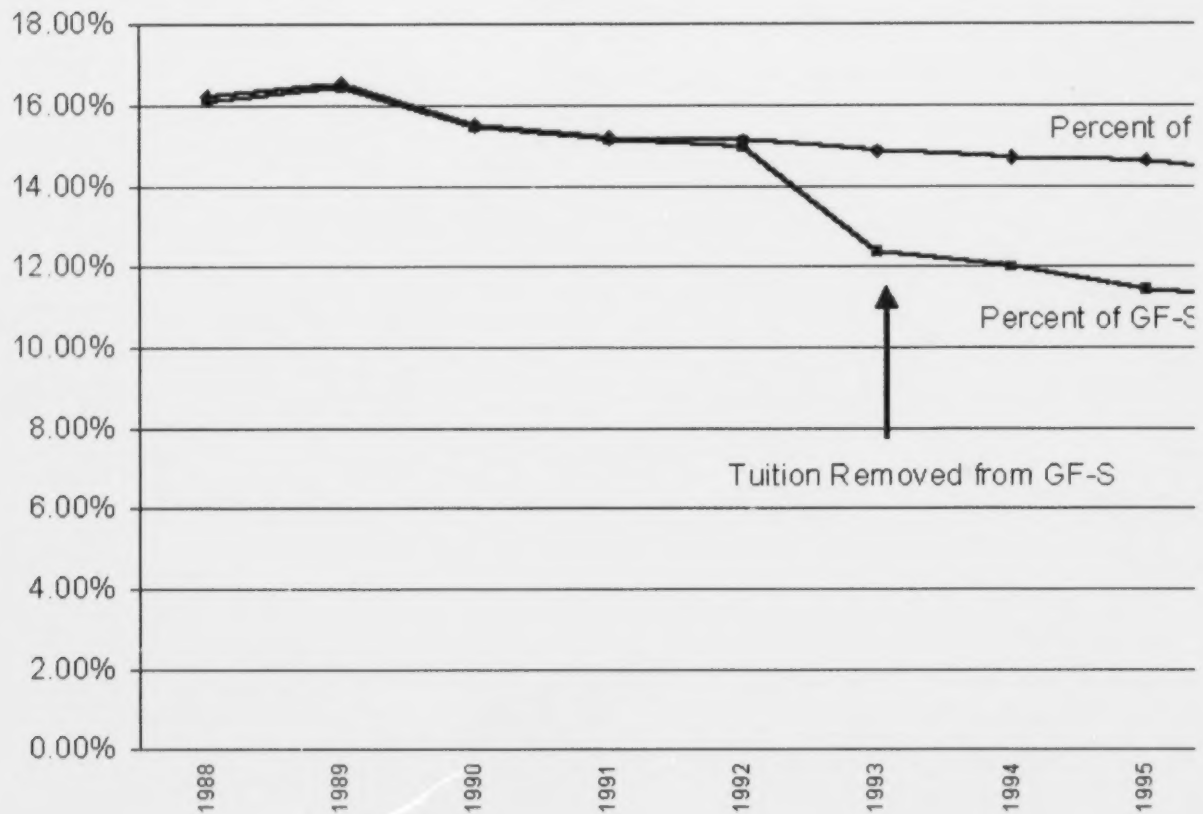


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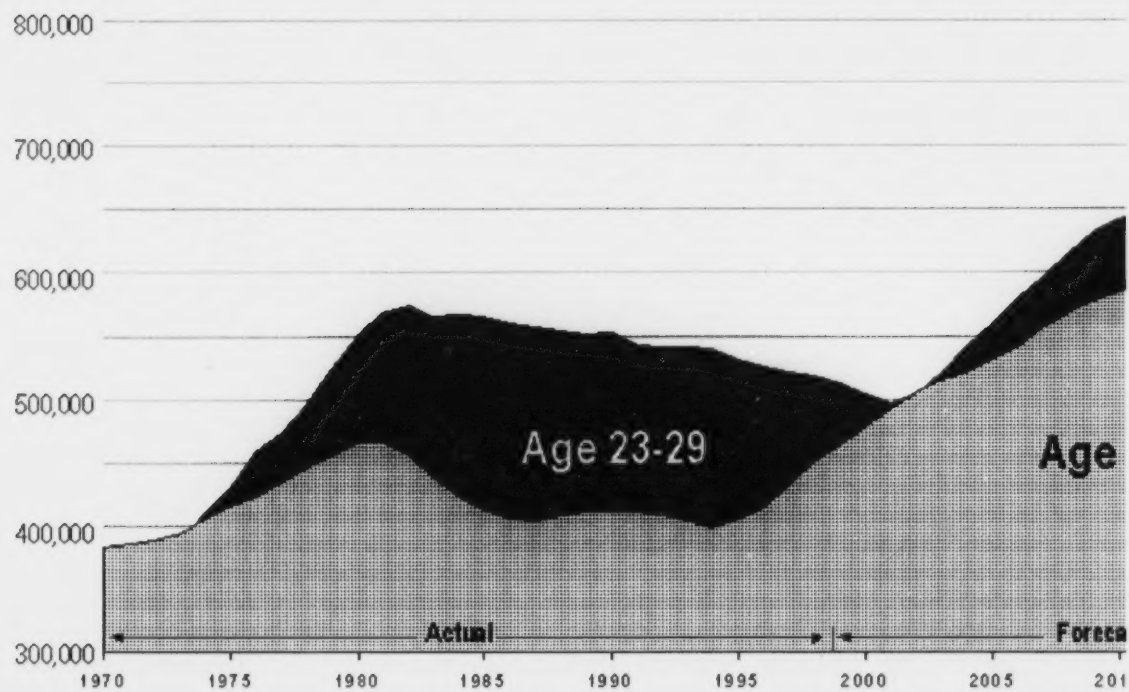
State General Fund and Tuition Expenditures Per FTE Student: 1986-1997
By Public Post-Secondary Sector
Inflated-Adjusted 1997 Dollars



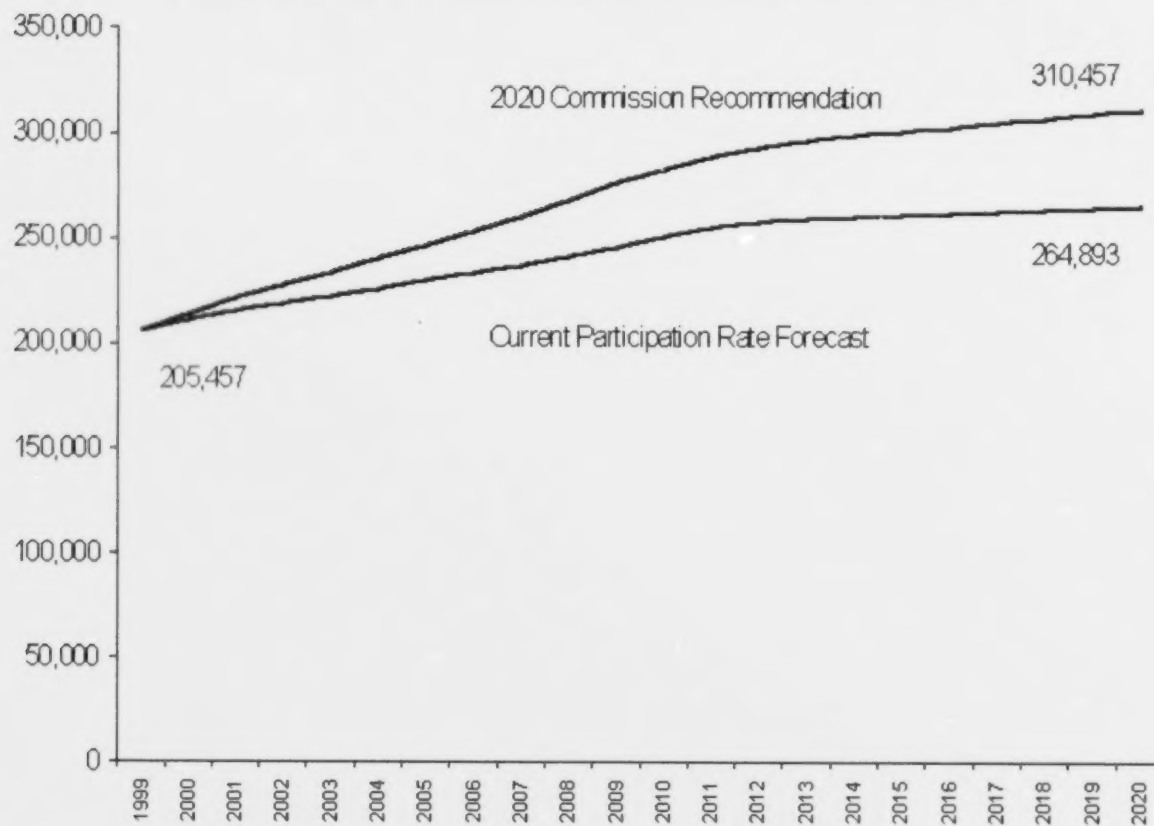
Public Post-Secondary Percent of State Spending in Nominal Dollars: 1986-
 Public Post-Secondary Percent of State General Fund Total (GF-S)
 Public Post-Secondary Percent of GF-S and Tuition State Total



Population, Ages 17-22 and 23-29: 1970 to 2011



Public Post-Secondary Student FTEs: 1999-2020
Current Participation Rate Forecast Compared to 2020 Commission Recommendation



2020 Commission Citizen Survey

July 1998
For

Year 2020 Commission
Office of Financial Management (OFM)

SESRC Data Report # 98-20

Year 2020 Commission Citizen Survey

DATA REPORT
1998

Survey Conducted by:

Social and Economic Sciences Research Center
Washington State University
Pullman, WA 99164-4014
(509) 335-1511

For:

Year 2020 Commission
Office of Financial Management (OFM)
Insurance Building, P.O. Box 43113
Olympia, WA 98504-3113

John Tarnai, Principal Investigator

Report Prepared by:
Marion Landry, Study Director

Data Book #98-20 (YR20) of the Social and Economic Sciences Research Center

SESRC Project Profile

Title:	Year 2020 Commission Citizen Survey
Abstract:	This is a Computer Assisted Telephone Interview survey designed to assess the attitudes and opinions of Washington state residents regarding higher education within the state. A total of 404 household interviews were completed. Principal Investigator, John Tarnai; Project Director, Marion Landry.

Objectives:	The objectives of the study were to assess the attitudes and opinions of Washington state residents regarding higher education within the state.
Methods:	Completed telephone interviews with 404 Washington State residents from an RDD sample of Washington state telephone numbers. Each case received a minimum of 10 call attempts.
Results:	Calls were attempted to a total of 1627 residences. Of these, 404 completed interviews, another 18 were determined ineligible because they were not households or no one in the household was over 18 years of age.
Timeframe:	June 15, 1998 through July 28, 1998
Contract with:	Office of Financial Management (OFM) Insurance Building, P.O. Box 43113 Olympia, WA 98504-3113
Contract Number:	OFM IAA No. 1050-98
Funding Source:	Office of Financial Management (OFM)
Contract Amount:	\$21,381.00
Principal Investigator:	John Tarnai, Ph.D.
Study Director:	Marion Landry, M.A.
SESRC Acronym:	YR20
SESRC Number:	0316
Data Book Number:	98-20

WSU OGRD Number:	NA
Deliverables:	Data reports, survey, data set, SAS program.

Project Contributors

All of the work conducted at the Social and Economic Sciences Research Center is a result of a cooperative effort made by a team of dedicated research professionals. While it is impossible to identify the contributions provided by each member of this research team, the following list does identify the major contributors. The research in this report could not have been conducted were it not for the effort of the coders, data-entry personnel, and administrative support of the staff at SESRC.

Principal Investigators	
John Tarnai, Ph.D.	Director
Contract Management	
Don Dillman, Ph.D.	Deputy Director of Research & Development
Rita Koontz	Administrative Services Manager
Tammy Small	Head Secretary
Sandy Johnson	Fiscal Specialist
Julie Nielsen	Fiscal Specialist
Project Management	
Danna Moore, Ph.D.	Principal Investigator / Research Coordinator
Dretha Phillips, Ph.D.	Research Associate
Rosie Pavlov, M.A.	Study Director
Marion Landry, M.A.	Study Director
Arrick Jackson, B.S.	Research Assistant
Data Management/Analysis	

Rodney K. Baxter, Ph.D.	Data Manager / Analyst
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Jolyn Persons	Data Collection Unit Manager / Survey Supervisor
Thom Allen, B.A.	Data Collection Unit Manager / Survey Supervisor
Keeley Duft	Survey Supervisor
Anita Neill	Survey Supervisor
Sarah Frost	Survey Supervisor
Mary Kate Watson	Survey Supervisor
Carmen Lugo-Curry	Survey Supervisor

I. Survey Administration

BACKGROUND

The Social and Economic Sciences Research Center (SESRC) was contracted by the Year 2020 Commission to design and implement a statewide telephone survey about post-secondary education needs of Washington state households.

SURVEY OBJECTIVES

1. Assess the attitudes and opinions of Washington state residents regarding higher education.

SAMPLE

The population for the Year 2020 Commission survey consists of all households located within the geographic boundaries of Washington State. A random digit dialing (RDD) approach was used to obtain

the sample. This is the most common approach used for telephone interviews because it has the most complete coverage of public populations. The only households that are excluded by an RDD approach are households without telephones. This non-coverage error is quite small. Statewide, the percent of households without telephones is less than four percent, although there are a few counties with higher rates of non-telephone households.

The RDD sampling frame was prepared by the Genesys Sampling company. Telephone numbers are generated randomly using a computer, after determining all the working telephone exchanges and working blocks within the state. All possible combinations of telephone numbers within these exchanges and blocks are determined, and the sample is drawn from this sample frame.

The assumptions used to estimate the starting sample size of telephone numbers in ordering the sample were:

46% rate of non-working telephone numbers
50% rate of households that are contactable during the survey period
50% response rate

For the statewide sample, a total of 2,000 telephone numbers were ordered from the Genesys Sampling company. A total of 373 non-working and business numbers were purged from the sample. The sample consisted of 1,627 numbers which were released for interviewing in replicates of 100.

PROCEDURES

Questionnaire Design. The original survey was designed by the Year 2020 Commission. After an initial review by SESRC staff members, several changes were made to the survey. Primarily the changes were to re-write the questions in a standard telephone interviewing format used by SESRC. After the changes were made the questionnaire was time tested. It was determined that the questionnaire was too long, approximately 28 minutes to complete. Several questions were removed from the questionnaire to reduce the calling time. After the questionnaire was finalized it was programmed into the Computer Assisted Telephone Interviewing system, Info Zero Un.

Pre-test of Questionnaire. An internal pretest was conducted for the Year 2020 Commission survey. A total of twelve internal interviews were conducted with interviewers and staff. Through these pretest interviews it was determined that the length of the interview was too long, approximately 25 minutes. SESRC and the Commission staff jointly determined which questions to eliminate for the survey. After several editing session the final questionnaire was developed and was time tested at 21 minutes.

Interviewer Training. Interviewers selected to work on this project were given approximately two hours of training, including background information, purpose of the study, questions and content of this study. This training was conducted on June 28, 1998. In addition, each interviewer spent about half an hour reviewing the Computer Assisted Telephone Interview program for this study. A second training was held on June 30, 1998 for two hours in order to increase the total number of interviewers available to call on the project. A total of 38 interviewers were trained on this project.

Refusal Conversion. SESRC attempted refusal conversions on all of the call records terminated as R1, R2 and RP during the first day of calling. One attempt was made on each of these call records.

RESPONSE

Response rate statistics for the survey are presented in Table 1. Attempts were made to contact a total of 400 households. A household was ineligible for participation in the survey if there was no one 18 years of age or older in the household.

Table 1. Disposition Report for All Cases

Sample Disposition	YR20
CM: Completed Interview	404
PC: Partial complete	14
PB: Partial complete	2
R1: Refusal, hang up	134
R2: Soft refusal	31
R3: Hostile refusal	98
RN: Refusal for respondent not available	12
RP: Refusal by other person	14
CB: Specific callback	18
GB: General callback	7
BZ: Busy signal	14
NA: No answer	132
AM: Answering Machine	107
DF: Deaf respondent	5
HC: Handicapped respondent	3
LG: Language problem	26
IE: Ineligible household situation/under 18	18
BG: Business or Govt	196
DS: Disconnected	283
ED: Electronic device	79
OT: Other	30
PN: Purged nonworking numbers	373

Table 2 presents a summary of the sample disposition variables needed to calculate response rates for the survey. Several different response rates are calculated and presented in this table. The reason for this is that different organizations have varying needs for presenting information and some response rates are more appropriate than others. In addition, some response rate calculations use estimates of ineligible households to calculate final response rates. For example The Council of American Survey Research Organizations (CASRO) has proposed adjusting response rates to reflect the obtained proportion of ineligible households.

The first raw response rate (RR1) is the ratio of the number of completed interviews to the total number of completed, partially completed and refused interviews. The raw response rate for this study is (404/709) 56.98 %.

The second raw response rate (RR2) takes into account those households that were never reached during the survey period, by including them in the denominator of the ratio. This response rate is (404/697) 57.95 %.

The final two response rates presented provide adjustments for the estimated proportion of ineligible households. The first adjusted response rate (RR3) is the ratio of the number of completed interviews to the total number of eligible respondents. For this study, 404 interviews were completed. This calculation adjusts for respondents that refuse to participate and were not able to be reached during the data collection period. When the ratio of completed interviews to the eligible cases is calculated in Table 2, the adjusted response rate is (404/1021) 39.577%. This adjusted response rate only adjusts for the proportion of ineligible households, but does not include noncontactable households in the denominator.

The second adjusted response rate (RR4) adds the noncontactable households to the denominator of the ratio. For this study the adjusted response rate is (404/939) 43.01 %. This response rate is probably the most representative of the actual outcome of the survey.

Table 2. Response Rate Calculations Table

Sample disposition summary	YR20
CM (CM)	404
RF1 (PB, PC)	16
RF2 (R1, R2, R3, RN, RP)	289
NA1 (CB, GB, BZ, AM, DF, HC, LG)	180
NA2 (NA)	132
IEH (IE)	18
IEO (BG, DS, ED, OT, PN)	931
Total	1970
Response Rate Calculations	
ADJ1=%INELIGIBLE	4.11% (IEH)/(CM+RF1+IEH)
ADJ2=%OUT OF SAMPLE	47.26% IEO/TOTAL
RR1	56.98% CM/CM+RF1+RF2
RR2	57.95% CM/CM+RF1+(1-ADJ1)*RF2
RR3	39.57% CM/(CM+RF1+ RF2 +NA1+NA2)
RR4	43.01% CM/(CM+RF1+(1-ADJ1)*(RF2+NA1)+(1-ADJ2)*NA2)

Questionnaire

Question No. 1:

First, I have a general question about higher education. By higher education I mean any formal education after high school, including public and private four year colleges and universities, community and technical colleges, and private vocational training schools. Compared with other issues facing Washington state, such as the economy, health care, and taxes, how concerned are you about the future of higher education in Washington? Would you say that you are..

N=		404	100%
VERY CONCERNED.....	1	123	30%
SOMEWHAT CONCERNED.....	2	195	48%
SOMEWHAT UNCONCERNED.....	3	73	18%
VERY UNCONCERNED.....	4	8	2%
Don't know	D	5	1%
Refuse.....	R	0	0%

Question No. 2:

In your opinion, which one of these nine areas do you think should have the HIGHEST priority for tax dollars? The nine areas are:

N=		404	100%
PUBLIC EDUCATION (GRADES K THRU 12)	1	204	50%
HIGHER EDUCATION.....	2	33	8%
SOCIAL WELFARE.....	3	13	3%
HEALTH.....	4	45	11%
NATURAL RESOURCES	5	7	2%
THE ENVIRONMENT.....	6	31	8%
PRISONS.....	7	4	1%
TAX REDUCTIONS	8	30	7%
OR SOMETHING ELSE (please specify).....	9 O	19	5%
Don't know	D	16	4%
Refuse.....	R	2	0%

Questionnaire

Question No. 2A:

Can you tell me why you feel this way?

N=		404	100%
Comments.....	1 O	385	95%
No comments.....	2	13	3%
Don't know	D	6	1%
Refuse.....	R	0	0%

Question No. 3:

Which one of these nine areas should have the LOWEST priority for tax dollars? Would you say...

N=		404	100%
PUBLIC EDUCATION (GRADES K THRU 12)	1	8	2%
HIGHER EDUCATION	2	7	2%
SOCIAL WELFARE	3	63	16%
HEALTH	4	5	1%
NATURAL RESOURCES	5	11	3%
THE ENVIRONMENT	6	21	5%
PRISONS.....	7	134	33%
TAX REDUCTIONS	8	98	24%
OR SOMETHING ELSE.....	9 O	30	7%
Don't know	D	24	6%
Refuse.....	R	3	1%

Question No. 4:

Can you tell me why you feel this way?

N=		404	100%
Comments.....	1 O	356	88%
No comments.....	2	34	8%
Don't know	D	13	3%
Refuse.....	R	1	0%

Questionnaire

Question No. 5A:

Higher education has many purposes that differ in how important they are to people. Here are some often mentioned goals of higher education. As I read each one, please tell whether you think this is an important or unimportant goal of higher education. The (first/next) one is...Giving students problem-solving skills so they are ready for a variety of careers.

N=	404	100%
VERY IMPORTANT.....1	288	71%
SOMEWHAT IMPORTANT.....2	99	25%
SOMEWHAT UNIMPORTANT.....3	12	3%
VERY UNIMPORTANT.....4	5	1%
Don't know.....D	0	0%
Refuse.....R	0	0%

Question No. 5B:

Helping the state develop its economy

N=	404	100%
VERY IMPORTANT.....1	135	33%
SOMEWHAT IMPORTANT.....2	201	50%
SOMEWHAT UNIMPORTANT.....3	45	11%
VERY UNIMPORTANT.....4	15	4%
Don't know.....D	8	2%
Refuse.....R	0	0%

Question No. 5C:

Advancing knowledge.

N=	404	100%
VERY IMPORTANT.....1	280	69%
SOMEWHAT IMPORTANT.....2	112	28%
SOMEWHAT UNIMPORTANT.....3	7	2%
VERY UNIMPORTATN.....4	2	0%
Don't know.....D	3	1%
Refuse.....R	0	0%

Questionnaire

Question No. 5D:

Giving people from low-income groups opportunities to succeed.

N=	404	100%
VERY IMPORTANT..... 1	273	68%
SOMEWHAT IMPORTANT..... 2	100	25%
SOMEWHAT UNIMPORTANT..... 3	17	4%
VERY UNIMPORTATN..... 4	3	1%
Don't know D	8	2%
Refuse..... R	3	1%

Question No. 5E:

Providing minorities opportunities to succeed. Would you say it is...

N=	404	100%
VERY IMPORTANT..... 1	207	51%
SOMEWHAT IMPORTANT..... 2	136	34%
SOMEWHAT UNIMPORTANT..... 3	38	9%
VERY UNIMPORTANT..... 4	14	3%
Don't know D	4	1%
Refuse..... R	5	1%

Question No. 5F:

Exposing students to other cultures so they can respect diversity. Would you say it is...

N=	404	100%
VERY IMPORTANT..... 1	190	47%
SOMEWHAT IMPORTANT..... 2	145	36%
SOMEWHAT UNIMPORTANT..... 3	48	12%
VERY UNIMPORTANT..... 4	19	5%
Don't know D	2	0%
Refuse..... R	0	0%

Questionnaire

Question No. 5G:

Performing basic research. Would you say it is...

N=	404	100%
VERY IMPORTANT.....1	168	42%
SOMEWHAT IMPORTANT.....2	196	49%
SOMEWHAT UNIMPORTANT.....3	26	6%
VERY UNIMPORTANT.....4	5	1%
Don't know.....D	5	1%
Refuse.....R	4	1%

Question No. 5H:

Providing continuing education and other educational services. Would you say it is...

N=	404	100%
VERY IMPORTANT.....1	212	52%
SOMEWHAT IMPORTANT.....2	158	39%
SOMEWHAT UNIMPORTANT.....3	21	5%
VERY UNIMPORTANT.....4	6	1%
Don't know.....D	3	1%
Refuse.....R	4	1%

Question No. 5I:

Giving students marketable skills so they can get and keep good jobs. Would you say it is...

N=	404	100%
VERY IMPORTANT.....1	317	78%
SOMEWHAT IMPORTANT.....2	75	19%
SOMEWHAT UNIMPORTANT.....3	8	2%
VERY UNIMPORTANT.....4	3	1%
Don't know.....D	0	0%
Refuse.....R	1	0%

Questionnaire

Question No. 6A:

Next, I am going to read some statements about higher education. As I read them, please tell me whether you agree, or disagree with each statement. The (first/next) one is... Every qualified Washington State citizen has a right to attend college regardless of income. Would you say you...

N=	404	100%
STRONGLY AGREE	251	62%
SOMEWHAT AGREE	92	23%
SOMEWHAT DISAGREE	35	9%
STRONGLY DISAGREE	25	6%
Don't know	1	0%
Refuse	0	0%

Question No. 6B:

The next one is... Higher education should be held accountable to the needs of Washington State citizens and employers. Would you say it is...

N=	404	100%
STRONGLY AGREE	160	40%
SOMEWHAT AGREE	160	40%
SOMEWHAT DISAGREE	58	14%
STRONGLY DISAGREE	15	4%
Don't know	10	2%
Refuse	1	0%

Question No. 6C:

Most people who want to attend college now can do so. Would you say you..

N=	404	100%
STRONGLY AGREE	93	23%
SOMEWHAT AGREE	120	30%
SOMEWHAT DISAGREE	104	26%
STRONGLY DISAGREE	75	19%
Don't know	12	3%
Refuse	0	0%

Questionnaire

Question No. 6E:

There are many people who are qualified to go to college and want to go, but can't. Would you say you...

N=		404	100%
STRONGLY AGREE	1	166	41%
SOMEWHAT AGREE	2	132	33%
SOMEWHAT DISAGREE	3	59	15%
STRONGLY DISAGREE	4	29	7%
Don't know	D	14	3%
Refuse	R	4	1%

Question No. 7:

Is there anyone in your household who wants to go to college but can't?

N=		404	100%
Yes	1	79	20%
No	2	=> Q9 323	80%
Don't know	D	=> Q9 2	0%
Refuse	R	=> Q9 0	0%

Question No. 8A:

I am going to read a list of reasons why people can't go to college. As I read each one, please tell me if it is, or is not a reason that someone in your household can't go to college. The first reason is...Can't afford the cost.

N=		79	100%
Yes	1	67	85%
No	2	12	15%
Don't know	D	0	0%
Refuse	R	0	0%

Questionnaire

Question No. 8B:

The next reason is... Can't travel the distance to attend college. Is this a reason that someone in your household can't go to college?

N=	79	100%
Yes	17	22%
No.....	62	78%
Don't know	0	0%
Refuse.....	0	0%

Question No. 8C:

There are no opportunities available to attend college after work hours.

N=	79	100%
Yes	31	39%
No.....	47	59%
Don't Know.....	1	1%
Refuse.....	0	0%

Question No. 8D:

You or your family have kids to worry about.

N=	79	100%
Yes	49	62%
No.....	30	38%
Don't know	0	0%
Refuse.....	0	0%

Questionnaire

Question No. 8E:

The courses or degree programs wanted are not offered.

N=		79	100%
Yes	1	19	24%
No.....	2	49	62%
Don't know	D	11	14%
Refuse.....	R	0	0%

Question No. 8F:

It is too much hassle.

N=		79	100%
Yes	1	20	25%
No.....	2	56	71%
Don't know	D	3	4%
Refuse.....	R	0	0%

Question No. 9:

Some people believe that over the next ten years, it will be more difficult to get a college education. Others believe it will be less difficult. And, some people think that the situation will be about the same. What about you? Ten years from now, do you believe that getting a college education will be..

N=		404	100%
MORE DIFFICULT	1	213	53%
ABOUT THE SAME DIFFICULTY AS NOW	2	124	31%
OR LESS DIFFICULT	3	51	13%
Don't know	D	15	4%
Refuse.....	R	1	0%

Questionnaire

Question No. 10A:

It has been estimated that in the next few years about twice as many people will want to get into college as there is tax money available for. I'm going to read some ways that have been suggested to solve this problem. As I read each suggestion, please tell me whether you would strongly favor, somewhat favor, somewhat oppose, or strongly oppose it. The first suggestion is... Increase the number of students in college classes. Would you say you...

N=	404	100%
STRONGLY FAVOR	23	6%
SOMEWHAT FAVOR.....	113	28%
SOMEWHAT OPPOSE	148	37%
STRONGLY OPPOSE	105	26%
Don't know	13	3%
Refuse	2	0%

Question No. 10B:

Reduce the number of classes offered. Would you say you...

N=	404	100%
STONGLY FAVOR.....	25	6%
SOMEWHAT FAVOR.....	56	14%
SOMEWHAT OPPOSE	129	32%
STRONGLY OPPOSE	181	45%
Don't know	10	2%
Refuse	3	1%

Question No. 10C:

Use technology to teach more students. Would you say you...

N=	404	100%
STRONGLY FAVOR	228	56%
SOMEWHAT FAVOR.....	128	32%
SOMEWHAT OPPOSE	26	6%
STRONGLY OPPOSE.....	13	3%
Don't know	8	2%
Refuse	1	0%

Questionnaire

Question No. 10D:

Reduce the number of administrators on college campuses. Would you say you...

N=	404	100%
STRONGLY FAVOR	123	30%
SOMEWHAT FAVOR.....	120	30%
SOMEWHAT OPPOSE	62	15%
STRONGLY OPPOSE.....	52	13%
Don't know	43	11%
Refuse.....	4	1%

Question No. 10E:

Make college professors teach more classes. Would you say you...

N=	404	100%
STRONGLY FAVOR	101	25%
SOMEWHAT FAVOR.....	118	29%
SOMEWHAT OPPOSE	89	22%
STRONGLY OPPOSE.....	61	15%
Don't know	30	7%
Refuse.....	5	1%

Question No. 10F:

Get rid of some programs to free up money for other more important ones. Would you say you...

N=	404	100%
STRONGLY FAVOR	103	25%
SOMEWHAT FAVOR.....	129	32%
SOMEWHAT OPPOSE	86	21%
STRONGLY OPPOSE.....	52	13%
Don't know	30	7%
Refuse.....	4	1%

Questionnaire

Question No. 10G:

Increase college tuition and fees. Would you say you...

N=	404	100%
STRONGLY FAVOR	17	4%
SOMEWHAT FAVOR.....	72	18%
SOMEWHAT OPPOSE	121	30%
STRONGLY OPPOSE	183	45%
Don't know	10	2%
Refuse.....	1	0%

Question No. 10H:

Limit the number of students who are admitted to college. Would you say you...

N=	404	100%
STRONGLY FAVOR	14	3%
SOMEWHAT FAVOR.....	53	13%
SOMEWHAT OPPOSE	127	31%
STRONGLY OPPOSE	198	49%
Don't know	9	2%
Refuse.....	3	1%

Question No. 10I:

Increase taxes to make up the difference. Would you say you...

N=	404	100%
STRONGLY FAVOR	35	9%
SOMEWHAT FAVOR.....	138	34%
SOMEWHAT OPPOSE	84	21%
STRONGLY OPPOSE	139	34%
Don't know	6	1%
Refuse.....	2	0%

Questionnaire

Question No. 10J:

Allow community colleges to raise part of their budgets from local sources. Would you say you...

N=	404	100%
STRONGLY FAVOR	179	44%
SOMEWHAT FAVOR	177	44%
SOMEWHAT OPPOSE	15	4%
STRONGLY OPPOSE	14	3%
Don't know	15	4%
Refuse	4	1%

Question No. 10K:

Shift money from other areas of government and give it to higher education. Would you say you...

N=	404	100%
STRONGLY FAVOR	168	42%
SOMEWHAT FAVOR	149	37%
SOMEWHAT OPPOSE	40	10%
STRONGLY OPPOSE	24	6%
Don't know	19	5%
Refuse	4	1%

Question No. 11A:

Next, I will read a list of reasons people have given for why the cost of going to college has gone up in recent years. For each one, please tell me if you agree or disagree that it is a reason for the increase in college costs. The first one is... State government rules and regulations have increased costs. Would you say you...

N=	404	100%
STRONGLY AGREE	87	22%
SOMEWHAT AGREE	147	36%
SOMEWHAT DISAGREE	80	20%
STRONGLY DISAGREE	20	5%
Don't know	68	17%
Refuse	2	0%

Questionnaire

Question No. 11B:

The next one is...The price of everything is going up, and college is no different. Would you say you...

N=	404	100%
STRONGLY AGREE	153	38%
SOMEWHAT AGREE.....	195	48%
SOMEWHAT DISAGREE.....	34	8%
STRONGLY DISAGREE	20	5%
Don't know	2	0%
Refuse	0	0%

Question No. 11C:

Too much money is being spent on grounds, buildings, and equipment. Would you say you...

N=	404	100%
STRONGLY AGREE	70	17%
SOMEWHAT AGREE.....	126	31%
SOMEWHAT DISAGREE.....	115	28%
STRONGLY DISAGREE	49	12%
DON'T KNOW	43	11%
REFUSE	1	0%

Question No. 11D:

Cutbacks in state funding of colleges and universities have forced them to increase student tuition and fees. Would you say you...

N=	404	100%
STRONGLY AGREE	137	34%
SOMEWHAT AGREE.....	158	39%
SOMEWHAT DISAGREE.....	28	7%
STRONGLY DISAGREE	23	6%
Don't know	58	14%
Refuse	0	0%

Questionnaire

Question No. 11E:

College professors are paid too much. Would you say you...

N=	404	100%
STRONGLY AGREE	34	8%
SOMEWHAT AGREE.....	66	16%
SOMEWHAT DISAGREE.....	151	37%
STRONGLY DISAGREE	95	24%
Don't know	56	14%
Refuse.....	2	0%

Question No. 11F:

College professors don't teach enough classes. Would you say you...

N=	404	100%
STRONGLY AGREE	71	18%
SOMEWHAT AGREE.....	114	28%
SOMEWHAT DISAGREE.....	77	19%
STRONGLY DISAGREE	34	8%
Don't know	102	25%
Refuse.....	6	1%

Question No. 11G:

College administrators are paid too much. Would you say you...

N=	404	100%
STRONGLY AGREE	122	30%
SOMEWHAT AGREE.....	120	30%
SOMEWHAT DISAGREE.....	58	14%
STRONGLY DISAGREE	13	3%
Don't know	88	22%
Refuse.....	3	1%

Questionnaire

Question No. 11H:

Too much money is spent on unnecessary research. Would you say you...

N=	404	100%
STRONGLY AGREE	79	20%
SOMEWHAT AGREE.....	129	32%
SOMEWHAT DISAGREE.....	103	25%
STRONGLY DISAGREE	43	11%
Don't know	48	12%
Refuse	2	0%
	R	

Question No. Q11I:

The state is spending too much of its money on other things, and not enough on education. Would you say you...

N=	404	100%
STRONGLY AGREE	170	42%
SOMEWHAT AGREE.....	143	35%
SOMEWHAT DISAGREE.....	50	12%
STRONGLY DISAGREE	11	3%
Don't know	26	6%
Refuse	4	1%
	R	

Question No. 12A:

I am going to read some opinions that people have expressed about higher education. As I read each one, please tell me whether you agree or disagree with it. The first statement is... We should not allow price to keep out students who are qualified and motivated to go to college but cannot afford the cost. Would you say you...

N=	404	100%
STRONGLY AGREE	267	66%
SOMEWHAT AGREE.....	103	25%
SOMEWHAT DISAGREE.....	20	5%
STRONGLY DISAGREE	8	2%
Don't know	3	1%
Refuse	3	1%
	R	

Questionnaire

Question No. 12B:

The next one is... Students will appreciate the value of a college education more if they have to pay for it. Would you say you...

N=	404	100%
STRONGLY AGREE	127	31%
SOMEWHAT AGREE.....	166	41%
SOMEWHAT DISAGREE.....	57	14%
STRONGLY DISAGREE	51	13%
Don't know	3	1%
Refuse.....	0	0%

Question No. 12C:

Students take too long to get through college. Would you say you...

N=	404	100%
STRONGLY AGREE	67	17%
SOMEWHAT AGREE.....	121	30%
SOMEWHAT DISAGREE.....	111	27%
STRONGLY DISAGREE	67	17%
Don't know	38	9%
Refuse.....	0	0%

Question No. 12D:

Too many people are going to college instead of learning trades, like plumbing, construction, computer repair, and so on. Would you say you...

N=	404	100%
STRONGLY AGREE	47	12%
SOMEWHAT AGREE.....	112	28%
SOMEWHAT DISAGREE.....	102	25%
STRONGLY DISAGREE	121	30%
Don't know	19	5%
Refuse.....	3	1%

Questionnaire

Question No. 12E:

Students and their families are having to borrow too much money to pay for college. Would you say you....

N=	404	100%
STRONGLY AGREE	1	187 46%
SOMEWHAT AGREE.....	2	132 33%
SOMEWHAT DISAGREE.....	3	43 11%
STRONGLY DISAGREE	4	21 5%
Don't know	D	20 5%
Refuse.....	R	1 0%

Question No. 12F:

A lot of employers hire college graduates for jobs that could be done by people without a college degree. Would you say you...

N=	404	100%
STRONGLY AGREE	1	137 34%
SOMEWHAT AGREE.....	2	139 34%
SOMEWHAT DISAGREE.....	3	69 17%
STRONGLY DISAGREE	4	29 7%
Don't know	D	28 7%
Refuse.....	R	2 0%

Question No. 12G:

Higher education is an important investment that contributes to the overall economic well-being of the people of our state. Would you say you...

N=	404	100%
STRONGLY AGREE	1	257 64%
SOMEWHAT AGREE.....	2	124 31%
SOMEWHAT DISAGREE.....	3	9 2%
STRONGLY DISAGREE	4	10 2%
Don't know	D	4 1%
Refuse.....	R	0 0%

Questionnaire

Question No. 12H:

Higher education mostly benefits the students who graduate and the people who work at colleges and universities. Would you say you...

N=	404	100%
STRONGLY AGREE	49	12%
SOMEWHAT AGREE	107	26%
SOMEWHAT DISAGREE	133	33%
STRONGLY DISAGREE	100	25%
Don't know	15	4%
Refuse	0	0%

Question No. 13:

Like other states, Washington gives money to colleges and universities to provide higher education. Some people have suggested that this money should be given directly to students as vouchers, so they could choose whatever qualified school they wish to attend. What is your opinion? Should state funds for higher education...

	(1/N=	404	100%
GO TO COLLEGES' AND UNIVERSITIES' BUDGETS	1	149	37%
GO TO STUDENTS' VOUCHERS	2	154	38%
OR, SHOULD SOMETHING ELSE BE DONE WITH STATE FUNDS	3 O	58	14%
Don't know	D	40	10%
Refuse	R	3	1%

Questionnaire

Question No. 14A:

There have been many suggestions about ways to make it possible for more Washington students to get into higher education. As I read each suggestion, please tell me if you strongly favor, somewhat favor, somewhat oppose, or strongly oppose it. The first suggestion is... Provide college training at job sites. Would you say you...

N=	404	100%
STRONGLY FAVOR	201	50%
SOMEWHAT FAVOR	152	38%
SOMEWHAT OPPOSE	31	8%
STRONGLY OPPOSE	13	3%
Don't know	6	1%
Refuse	1	0%

Questions No. 14B:

The next one is... Use technology to offer college courses away from the main campus. Would you say you...

N=	404	100%
STRONGLY FAVOR	219	54%
SOMEWHAT FAVOR	150	37%
SOMEWHAT OPPOSE	21	5%
STRONGLY OPPOSE	8	2%
Don't know	6	1%
Refuse	0	0%

Question No. 14C:

Build more vocational training institutions. Would you say you...

N=	404	100%
STRONGLY FAVOR	128	32%
SOMEWHAT FAVOR	198	49%
SOMEWHAT OPPOSE	50	12%
STRONGLY OPPOSE	12	3%
Don't know	13	3%
Refuse	3	1%

Questionnaire

Question No. 14D:

Establish local higher education centers in small towns. Would you say you...

N=	404	100%
STRONGLY FAVOR	173	43%
SOMEWHAT FAVOR	170	42%
SOMEWHAT OPPOSE	35	9%
STRONGLY OPPOSE	9	2%
Don't know	14	3%
Refuse	3	1%

Question No. 14E:

Increase the number of students attending main campuses. Would you say you...

N=	404	100%
STRONGLY FAVOR	40	10%
SOMEWHAT FAVOR	144	36%
SOMEWHAT OPPOSE	132	33%
STRONGLY OPPOSE	44	11%
Don't know	40	10%
Refuse	4	1%

Question No. 14F:

Offer more courses at colleges in the late evening hours. Would you say you...

N=	404	100%
STRONGLY FAVOR	235	58%
SOMEWHAT FAVOR	152	38%
SOMEWHAT OPPOSE	6	1%
STRONGLY OPPOSE	3	1%
Don't know	8	2%
Refuse	0	0%

Questionnaire

Question No. 14G:

Limit the number of students from out of state. Would you say you...

N=	404	100%
STRONGLY FAVOR	75	19%
SOMEWHAT FAVOR.....	107	26%
SOMEWHAT OPPOSE	130	32%
STRONGLY OPPOSE.....	72	18%
Don't know	16	4%
Refuse.....	4	1%

Question No. 14H:

Build new four-year colleges and branch campuses. Would you say you...

N=	404	100%
STRONGLY FAVOR	82	20%
SOMEWHAT FAVOR.....	149	37%
SOMEWHAT OPPOSE	100	25%
STRONGLY OPPOSE.....	44	11%
Don't know	26	6%
Refuse.....	3	1%

Question No. 14I:

Contract with private colleges to admit more Washington students. Would you say you...

N=	404	100%
STRONGLY FAVOR	96	24%
SOMEWHAT FAVOR.....	199	49%
SOMEWHAT OPPOSE	46	11%
STRONGLY OPPOSE.....	22	5%
Don't know	39	10%
Refuse.....	2	0%

Questionnaire

Question No. 14J:

Get universities to spend less time on research and more on teaching. Would you say you...

N=	404	100%
STRONGLY FAVOR	105	26%
SOMEWHAT FAVOR.....	168	42%
SOMEWHAT OPPOSE	75	19%
STRONGLY OPPOSE	28	7%
Don't know	27	7%
Refuse.....	1	0%

Question No. 14K:

Find ways to measure and certify that learning was obtained in other ways, such as on the job, self-learning, and volunteer activities. Would you say you...

N=	404	100%
STRONGLY FAVOR	187	46%
SOMEWHAT FAVOR.....	173	43%
SOMEWHAT OPPOSE	26	6%
STRONGLY OPPOSE	8	2%
Don't know	8	2%
Refuse.....	2	0%

Question No. 15:

How likely are you to enroll in a higher education program in the next five years? Would you say you are...

N=	404	100%
VERY LIKELY	92	23%
SOMEWHAT LIKELY.....	92	23%
SOMEWHAT UNLIKELY	61	15%
OR VERY UNLIKELY	157	39%
Don't know	2	0%
Refuse.....	0	0%

Questionnaire

Question No. 16:

In what kind of an educational program would you be likely to enroll? One that offered a...

N=	186	100%
CERTIFICATE.....1	22	12%
ASSOCIATE DEGREE.....2	28	15%
BACHELOR DEGREE.....3	42	23%
MASTER'S DEGREE.....4	48	26%
DOCTORAL DEGREE.....5	5	3%
OR PROFESSIONAL DEGREE.....6	25	13%
Don't know.....D	16	9%
Refuse.....R	0	0%

Question No. 17:

To get this certificate or degree, would you be most likely to go to school...

N=	186	100%		
DURING THE REGULAR SCHOOL DAY.....1	36	19%		
DURING EVENINGS OR WEEKENDS.....2	73	39%		
A COMBINATION OF REGULAR SCHOOL HOURS AND EVENINGS AND WEEKENDS.....3	3		64	34%
OR SOME OTHER WAY.....4 O	8	4%		
Don't know.....D	4	2%		
Refuse.....R	0	0%		
.....7	1	1%		

Question No. 18A:

I am going to read some ways that people pay for college. Please tell me which of these ways you would use to pay for college, if you were to attend would you... use personal finances

N=	186	100%
Yes.....1	134	72%
No.....2	47	25%
Don't know.....D	5	3%
Refuse.....R	0	0%

Questionnaire

Question No. 18B:

get loans

N=	186	100%
Yes	93	50%
No.....	87	47%
Don't know	6	3%
Refuse.....	0	0%

Question No. 18C:

Get Financial aid Scholarships or grants

N=	186	100%
Yes	121	65%
No.....	63	34%
Don't know	2	1%
Refuse.....	0	0%

Question No. 18D:

Get Part-time employment

N=	186	100%
Yes	118	63%
No.....	67	36%
Don't know	1	1%
Refuse.....	0	0%

Questionnaire

Question No. 18E:

Get Work-Study assistance

N=	186	100%
Yes	91	49%
No.....	79	42%
Don't know	15	8%
Refuse.....R	1	1%

Question No. 18F:

Get help from family or relatives

N=	186	100%
Yes	56	30%
No.....	128	69%
Don't know	2	1%
Refuse.....R	0	0%

Question No. 18G:

Get financial help from an employer.

N=	186	100%
Yes	99	53%
No.....	86	46%
Don't know	1	1%
Refuse.....R	0	0%

Questionnaire

Question No. 18H:

Some other ways (please specify)

N=		186	100%
Yes	1 O	33	18%
No	2	149	80%
Don't know	D	4	2%
Refuse	R	0	0%

Question No. 19:

How willing would you be to take all or some college courses through some form of distance education, such as over the Internet, by mail or television? Would you say you are...

N=		186	100%
VERY WILLING	1	72	39%
SOMEWHAT WILLING	2	71	38%
SOMEWHAT UNWILLING	3	18	10%
OR VERY UNWILLING	4	24	13%
Don't know	D	1	1%
Refuse	R	0	0%

Question No. 20:

If the college courses that you wanted to take were only available through distance education, how would this affect your decision to enroll? Would you be..

N=		186	100%
MORE LIKELY TO ENROLL	1	44	24%
LESS LIKELY TO ENROLL	2	58	31%
OR IT WOULD MAKE NO DIFFERENCE	3	81	44%
Don't know	D	3	2%
Refuse	R	0	0%

Questionnaire

Question No. 21:

On average, the cost of providing a four-year college degree education to one student at a public university in Washington State is about \$40,000. Students pay about one-fourth to one-third of this cost. In your view should students be required to pay...

N=	404	100%
MORE OF THIS COST	69	17%
LESS OF THIS COST	90	22%
OR ABOUT WHAT THEY PAY NOW	222	55%
Don't know	21	5%
Refuse	2	0%

Question No. 22A:

Here are some things that people think will happen to higher education in the future. As I read each on please tell me how likely you think it is that this will happen. Development of virtual public universities that do not have a physical presence but only electronic interactive media.

N=	404	100%
VERY LIKELY	134	33%
SOMEWHAT LIKELY	167	41%
SOMEWHAT UNLIKELY	63	16%
OR VERY UNLIKELY	28	7%
Don't know	12	3%
Refuse	0	0%

Question No. 22B:

Measurement of individual competencies rather than student credit hours and grades.

N=	404	100%
VERY LIKELY	68	17%
SOMEWHAT LIKELY	179	44%
SOMEWHAT UNLIKELY	104	26%
VERY UNLIKELY	30	7%
Don't know	21	5%
Refuse	2	0%

Questionnaire

Question No. 22C:

Creation of local higher education centers in most communities.

N=	404	100%
VERY LIKELY	82	20%
SOMEWHAT LIKELY	193	48%
SOMEWHAT UNLIKELY	85	21%
VERY UNLIKELY	27	7%
Don't know	16	4%
Refuse	1	0%

Question No. 22D:

The use if vouchers that students can use to select programs and institutions.

N=	404	100%
VERY LIKELY	55	14%
SOMEWHAT LIKELY	170	42%
SOMEWHAT UNLIKELY	98	24%
VERY UNLIKELY	43	11%
Don't know	36	9%
Refuse	2	0%

Question No. 22E:

Educational services available on the Internet.

N=	404	100%
VERY LIKELY	257	64%
SOMEWHAT LIKELY	117	29%
SOMEWHAT UNLIKELY	14	3%
VERY UNLIKELY	5	1%
Don't know	10	2%
Refuse	1	0%

Questionnaire

Question No. 22F:

More opportunity for students to take college courses during their junior and senior years of high school.

N=	404	100%
VERY LIKELY	226	56%
SOMEWHAT LIKELY	142	35%
SOMEWHAT UNLIKELY	24	6%
VERY UNLIKELY	4	1%
Don't know	7	2%
Refuse	1	0%

Question No. 22G:

More continuing education opportunities throughout life.

N=	404	100%
VERY LIKELY	239	59%
SOMEWHAT LIKELY	145	36%
SOMEWHAT UNLIKELY	13	3%
VERY UNLIKELY	3	1%
Don't know	2	0%
Refuse	2	0%

Question No. 22H:

More on-the-job training

N=	404	100%
VERY LIKELY	201	50%
SOMEWHAT LIKELY	165	41%
SOMEWHAT UNLIKELY	25	6%
VERY UNLIKELY	10	2%
Don't know	2	0%
Refuse	1	0%

Questionnaire

Question No. 23:

Are there any other changes that you believe will happen to higher education over the next 20 years?

N=		404	100%
Yes	I	151	37%
No	2	=> Q25 214	53%
Don't know	D	=> Q25 36	9%
Refuse	R	=> Q25 3	1%

Question No. 24:

What are those things?

N=		151	100%
(Please specify)	I O	143	95%
Don't know	D	8	5%
Refuse	R	0	0%

Question No. 25:

Finally, I have just a few background questions. (IF NECESSARY, ASK: "For survey purposes I need to ask, are you male or female?"

N=		404	100%
Male	1	164	41%
Female	2	239	59%
Don't know	D	0	0%
Refuse	R	1	0%

Question No. 26(M):

In what month and year were you born? (month)

\$E 01 12

N=		404	100%
Don't know	D	2	0%
Refuse	R	4	1%

Questionnaire

Question No. 26(Y):

{year}

\$E 00 80

N=	404	100%
Don't know	2	0%
Refuse	4	1%
.....R		

Question No. 27:

What is the highest level of schooling you have completed?

N=	404	100%
Less than grade school	1	0%
Some high school	12	3%
High school degree or GED	82	20%
Some college	129	32%
Associate degree	33	8%
Bachelor's degree	93	23%
Master's degree	35	9%
Doctorate degree	7	2%
Or Professional degree	7	2%
Don't know	3	1%
Refuse	2	0%
.....R		

Question No. 28:

In what year did you complete your highest level of schooling?

\$E 00 98

N=	404	100%
Don't know	7	2%
Refuse	3	1%
.....R		

Questionnaire

Question No. 29:

Are you currently attending school?

N=		404	100%
Yes	1	35	9%
No.....	2	=> Q31 367	91%
Don't know	D	=> Q31 1	0%
Refuse.....	R	=> Q31 1	0%

Question No. 30:

Are you attending school in Washington state or somewhere else?

N=		35	100%
In Washington state	1	32	91%
Or somewhere else	2	2	6%
Don't know	D	1	3%
Refuse.....	R	0	0%

Question No. 31:

Which of the following best describes your current working situation. Are you...

N=		404	100%
WORKING FULL-TIME	1	216	53%
WORKING PART-TIME.....	2	50	12%
NOT WORKING	3	11	3%
RETIRED	4	67	17%
A FULL-TIME STUDENT	5	5	1%
A FULL-TIME HOMEMAKER.....	6	31	8%
OR DOING SOMETHING ELSE	7 O	21	5%
Don't know	D	1	0%
Refuse.....	R	2	0%

Questionnaire

Question No. 32:

How many years have you lived in Washington State? (INTERVIEWER PROBE: " Please round to the nearest whole year.")

\$E 00 99

N=	404	100%
Don't know D	0	0%
Refuse R	2	0%

Question No. 33:

Are you of Hispanic, Latino or Spanish origin?

N=	404	100%
Yes 1	15	4%
No 2	385	95%
Don't know D	1	0%
Refuse R	3	1%

Question No. 34:

What race or ethnic background do you consider your main heritage to be? Is it...

N=	404	100%
AMERICAN INDIAN 1	3	1%
BLACK OR AFRICAN AMERICAN 2	10	2%
ASIAN AMERICAN OR PACIFIC ISLANDER 3	12	3%
WHITE 4	334	83%
SOME OTHER RACE OR ETHNIC BACKGROUND 5	9	2%
OR MULTI RACIAL AND ETHNICITY 6	18	4%
Hispanic 7	9	2%
Don't know D	2	0%
Refuse R	7	2%

Questionnaire

Question No. 35:

I am going to read a list of income categories. Please tell me which category best describes the total amount of income before taxes, received by all of the members in your household, last year during 1997. Please stop me when I get to your income category.

N=	404	100%
UNDER \$10,000..... 1	26	6%
OVER \$10,000 TO \$20,000..... 2	35	9%
OVER \$20,000 TO \$30,000..... 3	58	14%
OVER \$30,000 TO \$40,000..... 4	53	13%
OVER \$40,000 TO \$50,000..... 5	44	11%
OVER \$50,000 TO \$60,000..... 6	42	10%
OVER \$60,000 TO \$70,000..... 7	22	5%
OR OVER \$70,000..... 8	84	21%
Don't Know..... D	9	2%
Refuse..... R	31	8%

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